

Title IID Grants
Digital Destinations In History
Google Tools – Day 1
Office of Educational Technology
8201 Rockaway Blvd, Ozone Park NY 11416

Agenda
December 11, 2010



Course Readings:

"Web Literacy for Educators" by Alan November, "Google Maps Hack - Tips & Tools for Geographic Searching and Remixing" by Rich Gibson & Schuyler Erle

Session 1: (9:00-9:10) Checking In/ J. Kaplan/T. Coveney *Think, pair, share*

Session 2: (9:10-9:30) Driving Question, using the Scope and Sequence to create a driving question

Session 3: (9:30-9:40) Sample Google Map- Erie Canal- *notice all parts included*

Session 4: (9:40-11:30) Building a Shared Google Map, using a driving question

- Vocabulary (placemark, views, Navigation Controls, Street View, Show/Hide, etc. *See Google Maps User Guide*)
- Adding locations (addresses and the view map)
- Adding text box, line, shape
- Adding hyperlink
- Adding images, animated gif
- Collaborating on maps- adding users

Session 5: (11:30-12:00) Project Planning-BUCK Institute Project Based Learning

LUNCH 12:00- 1:00

Session 6: (1:00-2:00) Independent Activity- Creating your own Google Map

Session 7 (2:00-2:30) Embedding Maps onto Blogs, Sharing Map to oetq@gmail.com

Session 8: (2:30) Evaluation/ <http://ddih.wikispaces.com> Close Out

Start Date:

MONDAY

TUESDAY

W

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK ONE

PROJECT WEEK TWO

PROJECT WEEK THREE

PROJECT OVERVIEW

Page 1

Name of Project:		Duration:	
Subject/Course:		Grade Level:	
Other Subject Areas to Be Included:			

Project Idea Summary of the challenge, investigation, scenario, problem, or issue:	
Driving Question	
Content and Skills Standards to be addressed:	

		T+A	E		T+A	E
21st Century Skills explicitly taught and assessed (T+A) or encouraged by project work, but not taught or assessed (E):	Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Presentation	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	Critical Thinking:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Culminating Products & Performances	Group:		Presentation Audience: <input type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____
	Individual:		

PROJECT OVERVIEW

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Entry Event to launch inquiry and engage students:					
Assessments	Formative Assessments (During Project)	Quizzes/Tests	<input type="checkbox"/>	Practice Presentations	<input type="checkbox"/>
		Journal/Learning Log	<input type="checkbox"/>	Notes	<input type="checkbox"/>
		Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/>	Checklists	<input type="checkbox"/>
		Rough Drafts	<input type="checkbox"/>	Concept Maps	<input type="checkbox"/>
		Online Tests/Exams	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	Summative Assessments (End of Project)	Written Product(s), with rubric:	<input type="checkbox"/>	Other Product(s) or Performance(s), with rubric:	<input type="checkbox"/>
		Oral Presentation, with rubric	<input type="checkbox"/>	Peer Evaluation	<input type="checkbox"/>
		Multiple Choice/Short Answer Test	<input type="checkbox"/>	Self-Evaluation	<input type="checkbox"/>
		Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	Resources Needed	On-site people, facilities:			
Equipment:					
Materials:					
Community resources:					
Reflection Methods	(check all that will be used)	Journal/Learning Log	<input type="checkbox"/>	Focus Group	<input type="checkbox"/>
		Whole-Class Discussion	<input type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>
		Survey	<input type="checkbox"/>	Other:	<input type="checkbox"/>

BIE PROJECT CHECKLIST

Design Principle	Evidence
Begin with the End in Mind	<ul style="list-style-type: none"> ○ Content outcomes aligned with national, state, or district standards. ○ Requires students to develop, apply, and demonstrate literacy or numeracy skills. ○ Organized around an open ended driving question or problem that inspires higher order thinking, encourages focused problem-solving skills, and requires core knowledge to answer. ○ Requires students to construct knowledge. ○ Requires students to engage in targeted inquiry, including using prior knowledge, gaining in-depth understanding of subject, and mastering core conventions of the discipline/field. ○ Addresses issues, problems, or questions faced by people in the world outside of school. ○ Requires students to develop 1-3 21st Century Skills. ○ Encourages students to reflect on and develop personal strengths. ○ Incorporates activities and tasks that encourage student autonomy. ○ Encourages and honors student 'voice and choice'. ○ Students have contact with adults outside the classroom. ○ Student work reviewed by a "real" audience. ○ Students do extensive exploration and research, including field-based activities. ○ Involves students and teachers in a wide range of communication patterns, roles, and activities. ○ Is of sufficient duration for students to engage in a complex, problem-focused process of assimilating facts, using skills, contemplating solutions, and creating worthwhile products. ○ Involves presentation of student work to an audience beyond the teacher and classroom.
Craft the Driving Question	<ul style="list-style-type: none"> ○ The driving question or problem has meaning and relevance to students and may be generated by them. ○ The driving question is neither too open-ended nor too concrete. ○ The driving question is appropriate to the content outcomes for the project. ○ The driving question serves as a guide to the direction of inquiry and products for the project.

Plan the Assessment	<ul style="list-style-type: none"> ○ Assessments are closely aligned to standards and are rich and varied enough to make credible judgments about learning. ○ Products and performances are varied and sufficient to provide the opportunity for students to be adequately assessed on all outcomes, including performance assessments for skills, and self-report or similar assessments for personal strengths. ○ The project includes a culminating exhibition, presentation, or product in which students demonstrate that they can apply their knowledge. ○ Artifacts or other assessments are included as ways to measure the “process” of the project. ○ Formative assessments are included. ○ Students are informed of all assessments at the beginning of the project. ○ Students will be given regular feedback on performance as the project progresses.
Map the Project	<ul style="list-style-type: none"> ○ Appropriate scaffold activities have been built into the project timeline. ○ Project includes an appropriate, engaging introduction or launch activity. ○ Students will use technology as a tool for learning ○ Students will use a variety of time and task management tools during the project. ○ Students have opportunities to develop workplace competencies. ○ Appropriate timeline is established. ○ Project plans for differentiated instruction; students of varying skill levels can approach the project appropriately.
Manage the Process	<ul style="list-style-type: none"> ○ Driving question is discussed and posted. ○ Solutions to the problem or approaches to the question are discussed at the beginning of the project. ○ Assessments and criteria for performance are clearly explained to students at beginning of project. ○ Project materials are organized and available to students. ○ Students receive timely feedback on their work in progress. ○ Students understand what is required of them and are given exemplars of work. ○ Reflection is built into the project plan. ○ Students are taught to self-assess and are required to use structured methods to review progress.

PROJECT WORK REPORT INDIVIDUAL

Project Name:

Student Name:

Date:

For the Time
Period:

Day(s): _____ Week: _____

During this time
period I had the
following goals for
project work:

1
2
3
4
5

During this
time period I
accomplished:

1
2
3
4
5

My next steps are:

1
2
3
4
5

My most important
concerns, problems
or questions are:

1
2
3
4
5

PROJECT GROUP CONTRACT	
Project Name	
Members of Group	

Our Agreement

- We all promise to listen to each other's ideas with respect.
- We all promise to do our assigned work to the best of our ability.
- We all promise to turn in our work on or before due dates.
- We all promise to ask for help if we need it.
- We all promise to share responsibility for our success and for our mistakes.
- We all promise to turn in work that is our own.

If someone in our group breaks one or more of our rules, the group has the right to call a meeting and ask the person to follow the rules. If the person still breaks one or more of our rules, we have the right to vote to fire that person.

Date: _____

Group member signatures:

_____	_____
_____	_____
_____	_____

PROJECT MANAGEMENT LOG GROUP TASKS

Project Name:

Members of Group:

Task	Who Is Responsible	Due Date	Status	Done
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
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				<input type="checkbox"/>
				<input type="checkbox"/>

PROJECT WORK REPORT GROUP

Project Name:			
Members of Group:		Date:	
For the Time Period:	Day(s): _____ Week: _____		

During this time period we had the following goals for project work.	1	
	2	
	3	
	4	
	5	

During this time period we accomplished...	1	
	2	
	3	
	4	
	5	

Our next steps are...	1	
	2	
	3	
	4	
	5	

Our most important concerns, problems or questions are...	1	
	2	
	3	
	4	
	5	

21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

Part I—Individual Components*

1. Style of Presentation	
<p>NOT PROFICIENT</p> <ul style="list-style-type: none"> Student does not choose the style of presentation most appropriate for its goals (e.g., is too informal or does not take it seriously) Student does not adjust wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., says too little or too much, or uses unfamiliar terms and concepts without explaining them) 	<p>PROFICIENT</p> <ul style="list-style-type: none"> Student chooses the style of presentation most appropriate for its goals (e.g., to persuade, inform, explain, entertain) Student adjusts wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., does not say too little or too much, or use unfamiliar terms and concepts without explaining them)
<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p>NP = Not proficient P = Proficient</p>	
<p>Notes: _____</p> <p style="text-align: right;">____ Points earned / ____ Points possible</p>	
2. Delivery (appearance, voice, eye contact)	
<p>NOT PROFICIENT</p> <ul style="list-style-type: none"> Student does not have appropriate body posture, movement, use of gestures, or attire Student's voice is too quiet or unclear; delivery may be too rushed and/or have interruptions, hesitations, or excessive use of filler words (e.g., "um," "you know," "so...") Student does not make frequent eye contact (e.g., screen or notes are read or referred to excessively, without looking at audience) 	<p>PROFICIENT</p> <ul style="list-style-type: none"> Student has appropriate body posture, movement, use of gestures, and attire Student's voice is consistently audible and clear; delivery is not too rushed and is without interruptions or hesitations, with minimal use of filler words (e.g., "um," "you know," "so...") Student makes frequent eye contact (e.g., if notes are used they are only glanced at)
<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p>NP = Not proficient P = Proficient</p>	
<p>Notes: _____</p> <p style="text-align: right;">____ Points earned / ____ Points possible</p>	
3. Response to Questions (from audience or teacher)	
<p>NOT PROFICIENT</p> <ul style="list-style-type: none"> Student does not have a response or the response is not precise or to the point of the question (e.g., too brief or long, or off topic) Student does not respond appropriately to questions that are unclear or problematic (e.g., is impolite in his/her response, gives an answer that shows the question was misunderstood, or tries to give an answer even though he or she does not know enough) 	<p>PROFICIENT</p> <ul style="list-style-type: none"> Student's response is precise and to the point of the question (e.g., not too brief or long, or off topic) Student responds appropriately to questions that are unclear or problematic (e.g., politely asks clarifying questions, repeats or rephrases questions to be sure of understanding, explains that the question is beyond the scope of the project and would require more research)
<p>←NP----- Approaching -----P→</p> <p>←NP----- Approaching -----P→</p> <p>NP = Not proficient P = Proficient</p>	
<p>Notes: _____</p> <p style="text-align: right;">____ Points earned / ____ Points possible</p>	

* If group presentations are given, each group member (presenter) is typically scored individually on each of these dimensions.

21ST CENTURY SKILLS ASSESSMENT RUBRIC: PRESENTATION

Part II—Group Components*

1. Organization & Selection of Content

NOT PROFICIENT

- Presentation does not move in a logical progression from introduction to supporting details to conclusion (e.g., is hard to follow)
- Presentation does not emphasize key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has too little or too much information, or uses information and ideas that are not relevant, not important, or inaccurate)
- Presentation's introduction does not use techniques to engage audience; the conclusion does not leave audience with a clear message or strong impression

←NP-----Approaching-----P→

←NP-----Approaching-----P→

←NP-----Approaching-----P→

NP = Not proficient P = Proficient

PROFICIENT

- + Presentation moves in a clear, logical progression from an introduction to supporting details to a conclusion, with smooth transitions (e.g., is easy to follow)
- + Presentation emphasizes key ideas/information that is accurate and appropriate for the purpose of the presentation (e.g., it has the right amount of information, and all information and ideas are relevant, important, and accurate)
- + Presentation's introduction uses techniques to engage audience; the conclusion leaves audience with a clear message and/or strong impression

Notes:

____ Points earned / ____ Points possible

2. Timing & Participation

NOT PROFICIENT

- Presentation does not stay within time limits, and/or significant parts are too long or too brief
- Presentation is not structured so that all members of the group participate equally (e.g., only one or two members of the group spoke substantially)

←NP-----Approaching-----P→

←NP-----Approaching-----P→

NP = Not proficient P = Proficient

PROFICIENT

- + Presentation stays within time limits, and no part is too long or too brief
- + Presentation is structured so that all members of the group participate equally (e.g. everyone speaks or answers questions, on topics of significance, for about the same length of time)

Notes:

____ Points earned / ____ Points possible

3. Use of Presentation Media

NOT PROFICIENT

- Presentation aides are not used, not clearly visible to the audience, or have significant mistakes
- Presentation aides do not include features that effectively enhance communication (e.g., uses ineffective or distracting graphics, color, sound, images, or animation)

←NP-----Approaching-----P→

←NP-----Approaching-----P→

NP = Not proficient P = Proficient

PROFICIENT

- + Presentation aides are clearly visible to the audience, and free of mistakes (e.g., are neat and carefully produced)
- + Presentation aides include features that effectively enhance communication (e.g., use of graphics, color, sound, images, or animation to help achieve purpose of presentation, convey meaning, or emphasize key points)

Notes:

____ Points earned / ____ Points possible

* If group presentations are given, all students within the group typically receive the same score on each of these dimensions. If individual presentations are given, the scores are assigned to the individual.

P R E S E N T A T I O N D A Y C H E C K L I S T

- ☐ Schedule of presentations set
- ☐ Guests/audience know when/where to attend
- ☐ Guest/audience materials duplicated
- ☐ Room arranged for presenters and audience
- ☐ Equipment / student materials in place
- ☐ Equipment tested (and tech support on stand-by)
- ☐ Teacher's materials in place
- ☐ Audience role explained
- ☐ Timekeeping device ready